

Therapeutic Behavioral Services

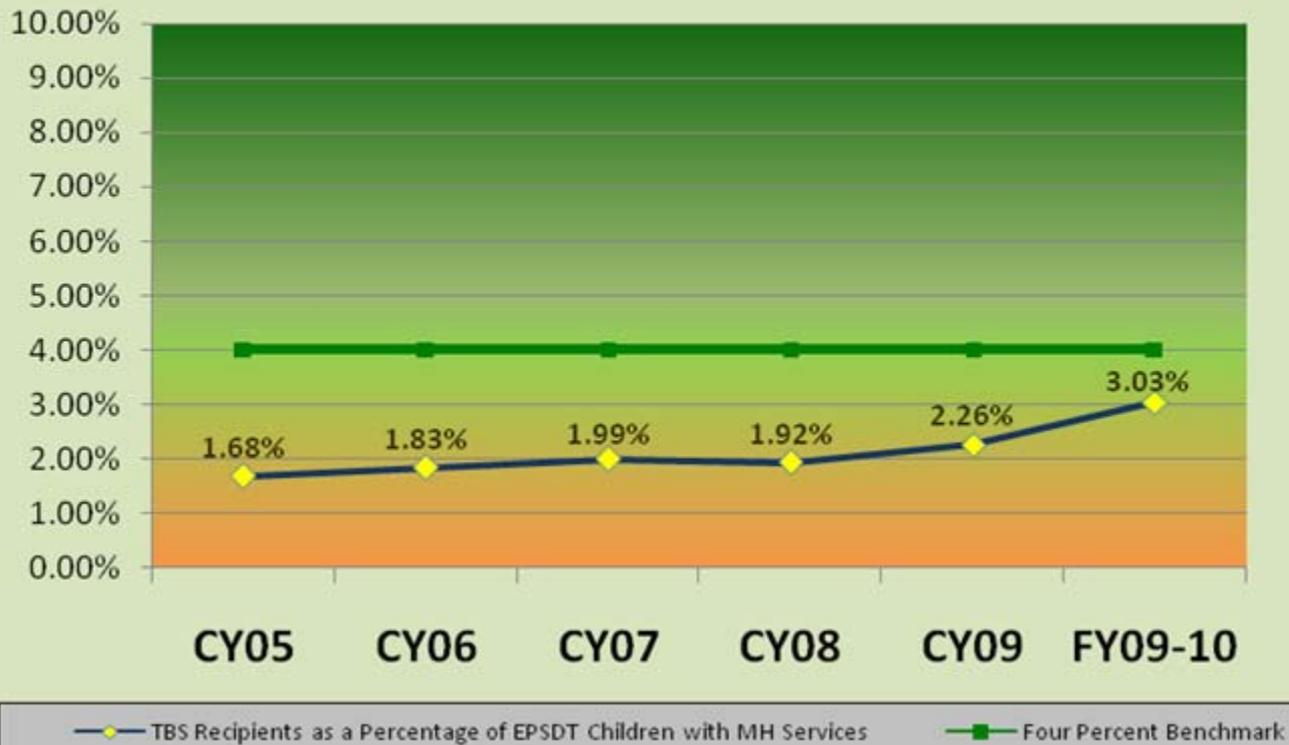
Family Engagement and Behavior Intervention Strategies for Providers

WELCOME AND INTRODUCTIONS

Troy Konarski, MSW

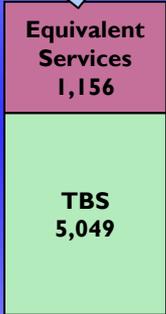
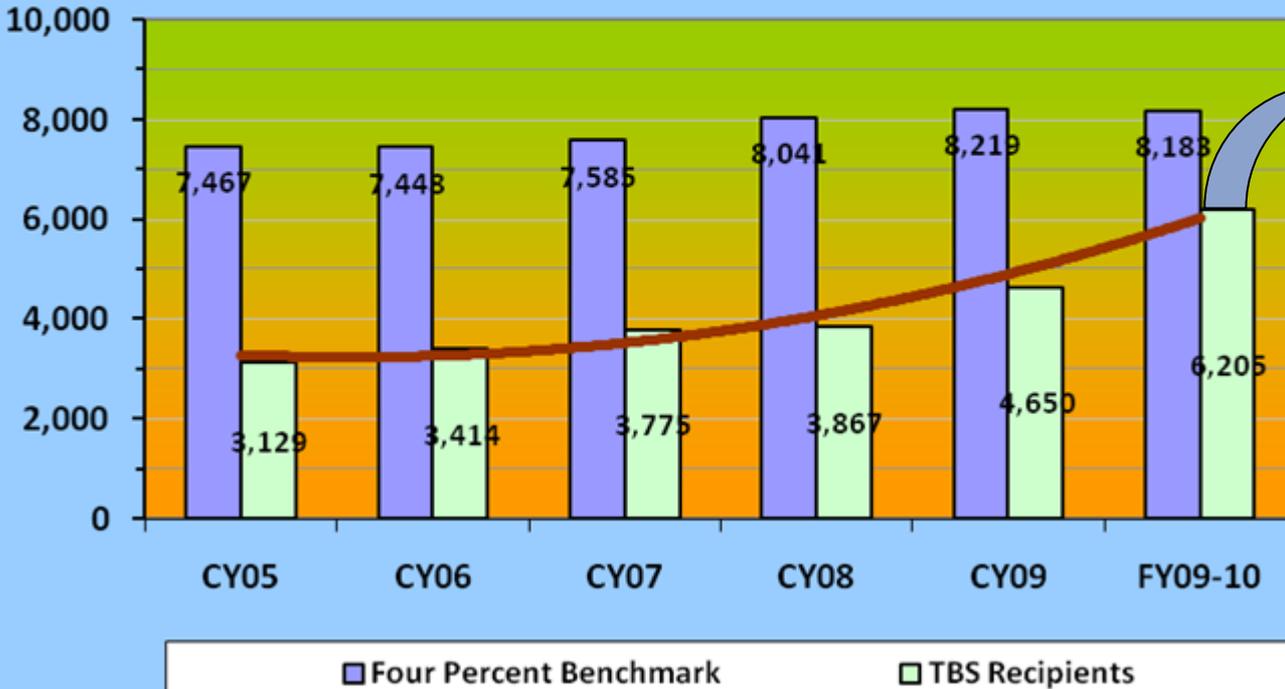
California Department of Mental Health

TBS Recipients as a Percentage of EPSDT Children with MH Services - Statewide



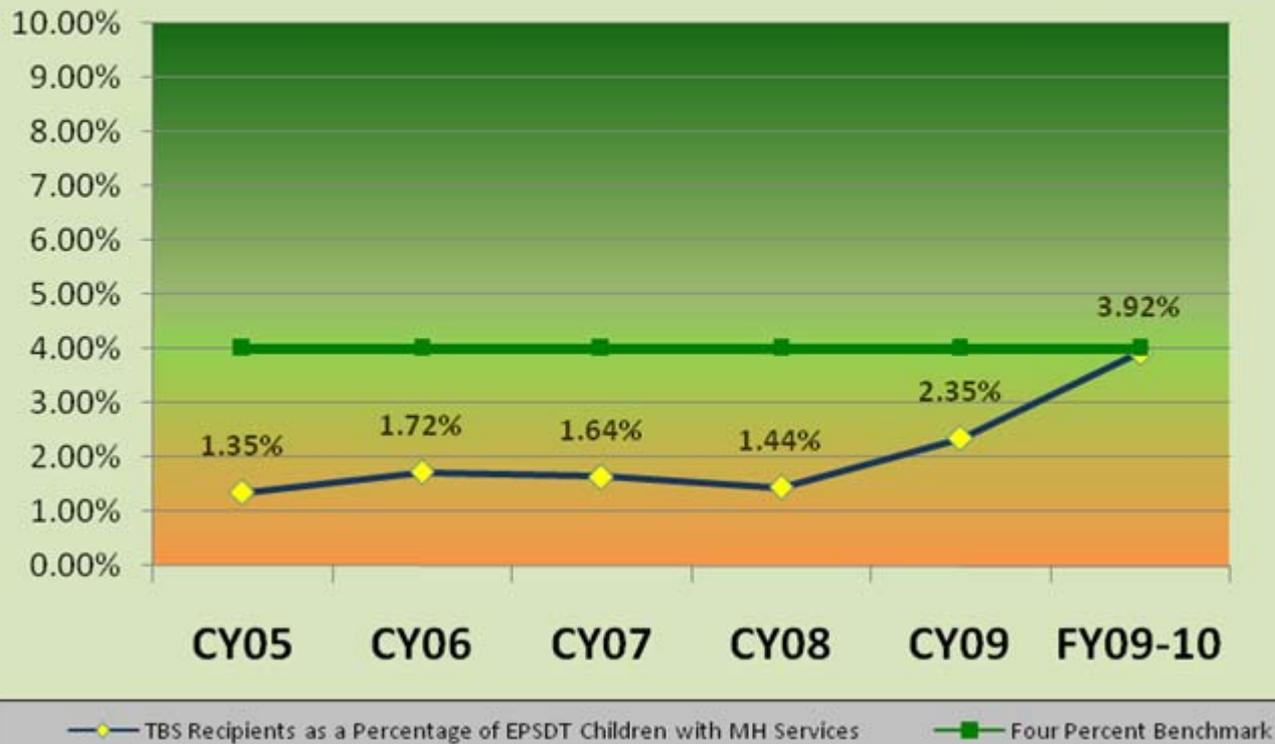
- CY05-CY09 Figures based on APS dashboard
- FY09-10 Figure based on DMH calculations and includes TBS Equivalent Services recipients as certified by the Special Master (8 MHPs as of 12/31/2010)

Count of TBS Recipients Compared to Four Percent Benchmark - Statewide



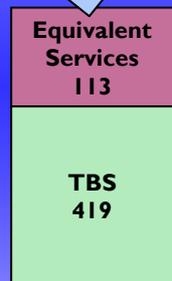
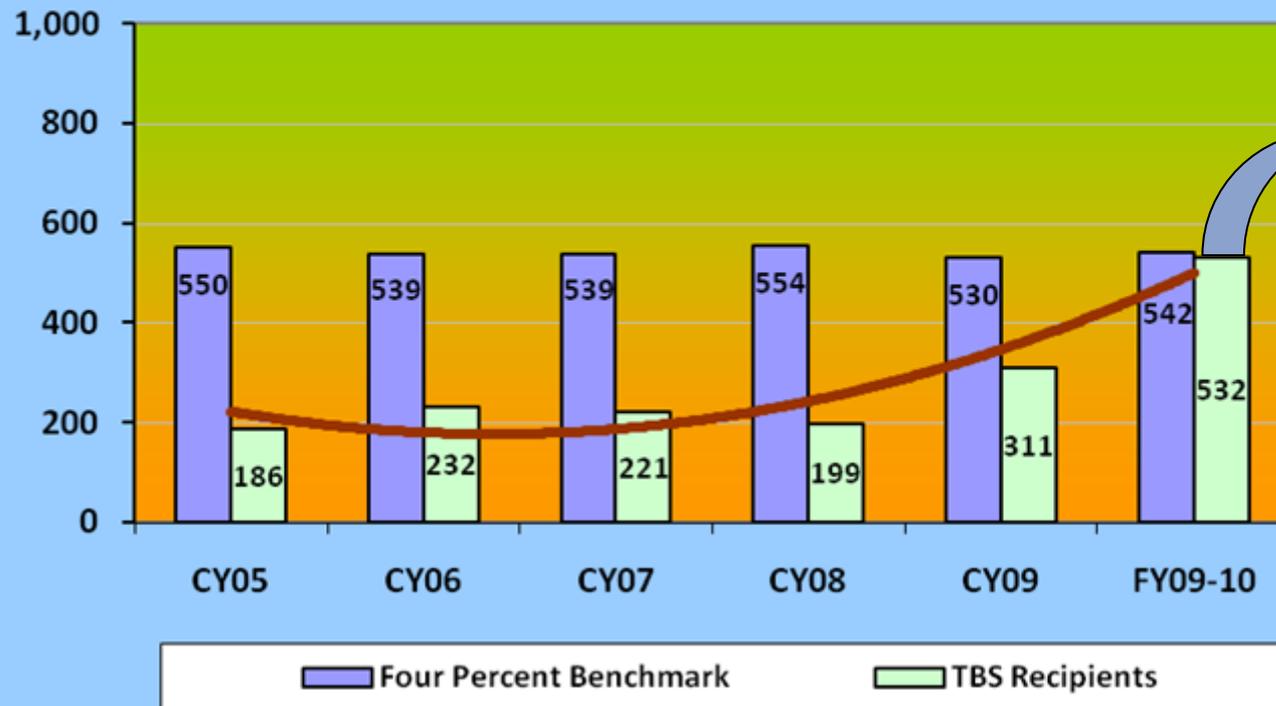
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- The red line indicates the trend in the number of TBS recipients

TBS Recipients as a Percentage of EPSDT Children with MH Services - San Diego

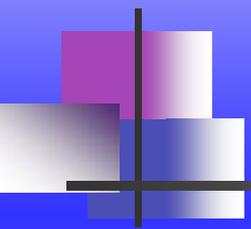


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Count of TBS Recipients Compared to Four Percent Benchmark - San Diego



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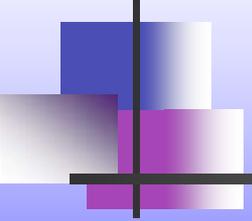


Therapeutic Behavioral Services

Family Engagement and Behavior Intervention Strategies for Providers

INTRODUCTIONS of PRESENTERS
OBJECTIVES OF TRAINING

Katie Astor LCSW, Chief
Children's Mental Health Services



Your Presenters Today

Edgewood - Turning Point, San Mateo County

Cindy Robbins-Roth – Family Partner

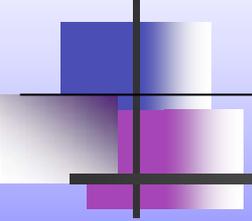
Casa Pacifica, Santa Barbara County

Tom Sodergren – Director of Community Based Services

Kimberly Valenzuela, Psy.D. – TBS Program Manager

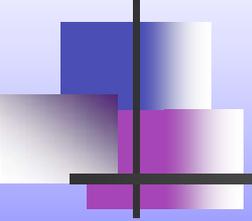
Sarah Robles, IMF – TBS Clinical Supervisor

Laurie Mahr – TBS Coordinator



Primary Objective

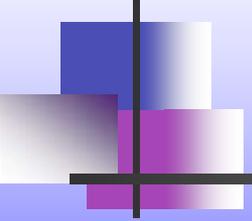
Our primary objectives are for you to leave with effective interventions to engage families and practical strategies to impact behaviors.



First Objective



Effective
interventions
to engage
families



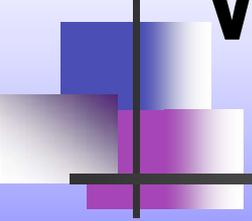
What Do Youth and Families Think about TBS?

What Is Working Well In San Diego:

Families learned many effective skills that improved their child's life—and theirs!

Coaches took time to get to know the family, and their culture

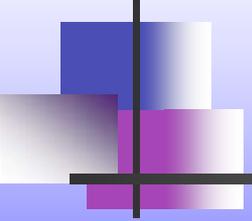
TBS can work where nothing else has



What Do Youth and Families Think about TBS?

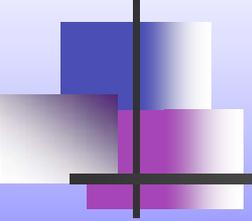
What Is Working Well In San Diego:

Coaches spent time one-on-one with family,
were understanding



Family Engagement Supports Effective TBS Interventions

No matter how good the coach, TBS will always be most effective when the youth and family are in sync with you and the treatment plan.

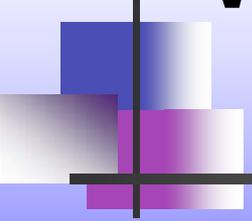


What Do Youth Want?

A way to connect with other youth with TBS experience

Coaches who are a good “fit”, and gender matched

Coaches who respect the youth’s dignity

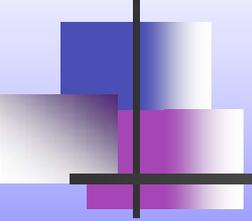


What Do Youth and Families Want?

Create a solid orientation for families/youth

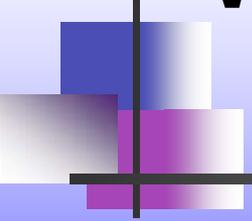
Workshops to pursue parenting strategies in more depth

Team newer coaches with more experienced coaches to enhance skills



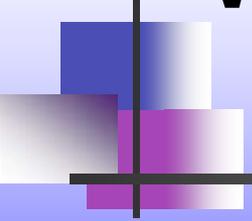
What Do Youth and Families Want?

- Keep staff consistent – change is hard, and personalities matter
- Take enough time to learn the family's story
- The parent/caregiver knows more about this child/situation – validate and be respectful



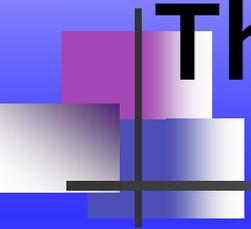
What Do Youth and Families Want?

- Make communication efforts family friendly
- Be flexible in where/how work is done
- Keep your commitments, and keep communicating



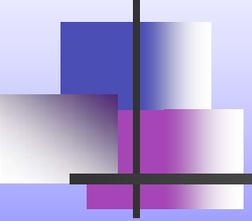
What Do Youth and Families Want?

- Be prepared to help the family transition out of TBS
- Keep asking families and youth what they think!



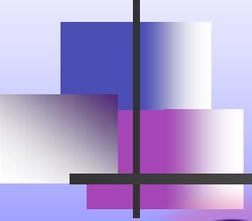
Therapeutic Behavioral Services

What are They?



What are Therapeutic Behavioral Services?

- Positive Behavioral Support
- Unique
- Short term
- Intensive
- Supplemental
- Focusing on changing behaviors placing youth at risk
- Youth up to age 21



Natural Progression of TBS Services

1

**Engagement
and
Assessment**

Rapport
building and
family
engagement

2

**Implement
Behavior Plan**

Implementation
of plan and
reinforcement
system
by Coach

3

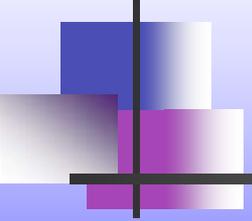
**Transfer
Behavior Plan**

Coach transfers
plans and system
to family

4

**Support and
Fade Out**

Family
implements
plan without
Coach



Natural Progression of TBS Services

Remember each stage you are in will guide
which intervention you choose to use

[Handout 1 - TBS Case Formulation.doc](#)

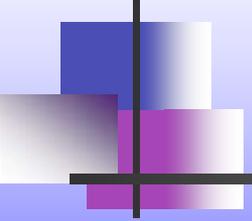
Phase One: Engagement & Assessment

- Rapport Building, Orientation and Family Engagement Techniques
- Stages:
 - Orientation of Family
 - Cultural Competence
 - Observation and Assessment
 - Identification of Skill Development Needs
 - Beginning of Functional Analysis of Behavior
 - Crisis Plan



Engagement:

Introducing TBS to the Family



Key Strategies:

- Take time to orient the family to TBS and to the coach
- Have a family-friendly orientation package
 - Chronic stress can impact a person's ability to retain information so written handouts are helpful

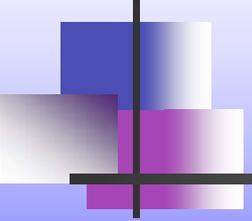
Engagement:

Introducing TBS to the Family

Key Strategies:

- Remember to remain non-judgmental
- You are their positive behavioral support
- Encourage hope and positive expectations

You may discuss their areas of concern/difficulties the caregivers are experiencing with their youth, and/or the youth is experiencing with their parents



Introducing TBS to the Family

- Use family-friendly language
- Explain to the family further about TBS and why you appeared in their lives

[Handout 2 - TBS Parent Brochure.pdf](#)

What is TBS?



TBS is like having your own personal coach!



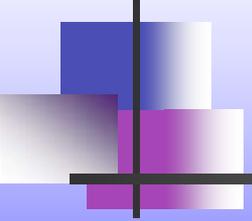
Just like a coach helps you learn a sport... TBS helps you with your behavior.



TBS will help you with the things that sometimes get you into trouble.



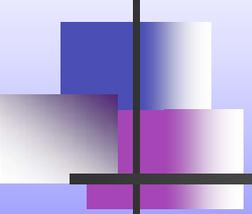
TBS will use games and fun activities to help you become more successful!



Introducing TBS to the Family

Key Strategies:

- Demonstrate respect and empathy for family members
- Be aware of your own biases and preconceptions
- Validate the importance of partnership with the family

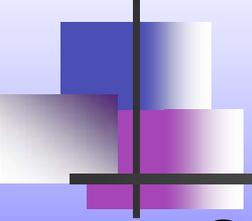


The Safety Plan

TBS is not a crisis intervention, but needs to develop a safety plan in the early stages of engagement.

This should anticipate possible crises and should write a specific intervention plan to react to these crises.

Contact and backup contact information should be given to the family to be used if the crisis plan does not work. Make this a written plan based on the Safety Planning process.



The Safety Plan

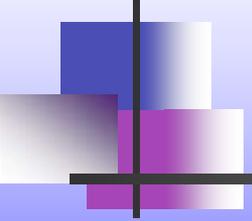
Safety Planning Process:

- Review the Intervention Plan as a team to see what can go wrong.
- Anticipate problems/ issues; what is most at risk?
- What has happened in the past that might predict a possible crisis?
- Brainstorm possible different responses to the crisis, identify possible responses that are immediate, action oriented and time limited.

Rapport Building



- Get creative with building rapport with the child and his or her family.
- The TBS books are a great way to engage a child into services, as they are creating their own book specifically for themselves, and you are developing therapeutic rapport in the process.



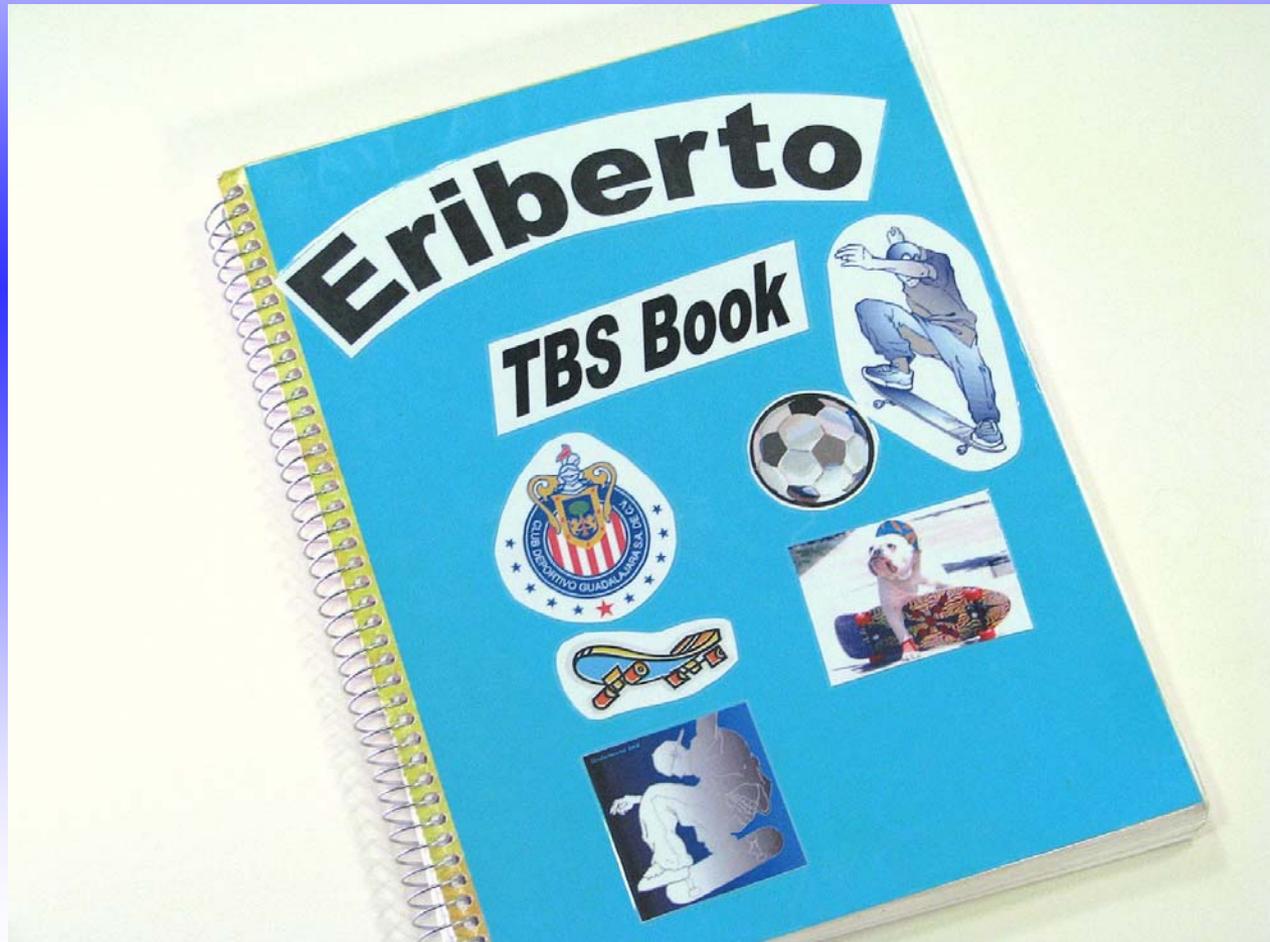
TBS Books

The TBS Books are a great place to keep all the interventions and skills developed by you and the child together, that can serve as a reference for them after TBS is gone.

TBS Books can make an excellent transitional object at the end of services.

The TBS books are the property of the child, that they can decorate with their own interests and likes.

TBS Books



12/26/07

RULES AND CONSEQUENCES

12/26/07

What is a house rule?

Something that I have to follow in my house.

Something that my mom tells me to do.



What is a consequence?

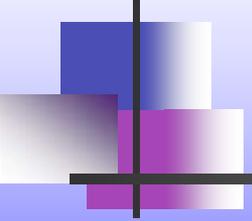
It is something that I receive when not following directions.



You Make The Rules



- Help wash dishes.
- Don't going outside without permission.
- Take a bath.
- Don't hitting my sister or my brother.
- Don't yelling to my mom.
- Wash my laundry.
- Don't throwing stuff.
- Don't slaming or kicking the door.
- Clean up my room.
- Don't saying bad words.



Rapport Building

- It is just as important to build rapport with the caregivers as with the youth.
- Without parent buy in, you will not get very far.

Handout 3 - Parent-Caregiver Meeting Sample Questions (2).doc

Rapport Building

Get Creative with building rapport with your client and client's family.



Play a Game

Get Background information/Case History

Find out the client's motivations

Complete a self-esteem building activity

List out client's and family strengths

Find out likes and dislikes

Identify client's personal goals

Arts and Crafts activities

Toss a Football

Sample Discussion Questions

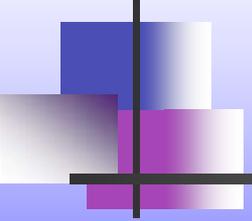


- Play a “20 questions” game to learn more about the youth.

Handout 4 – Getting to know you

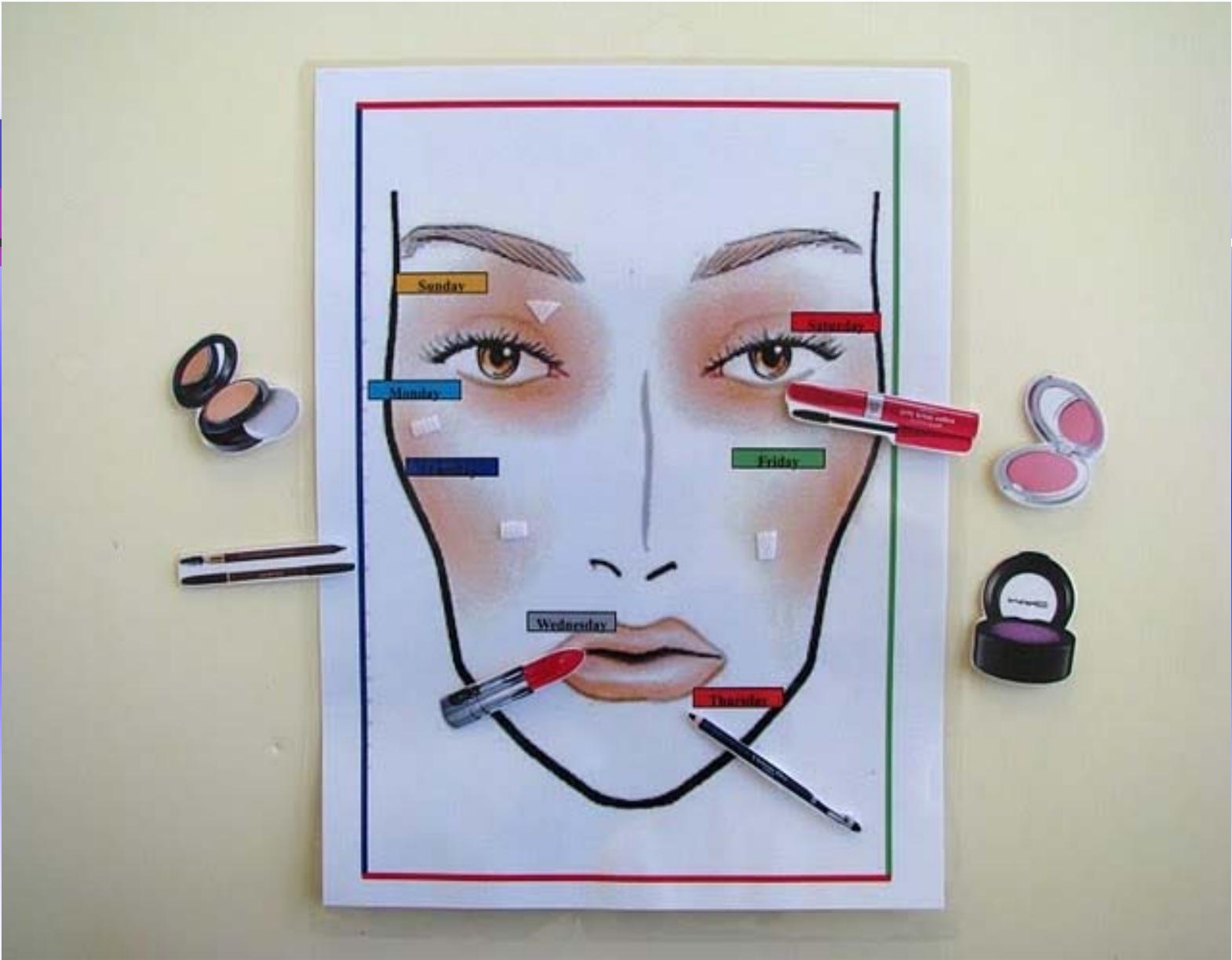
Get Them Excited to Meet With You!!

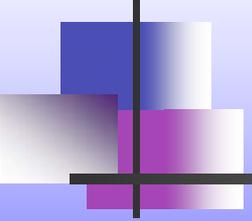




Rapport Building

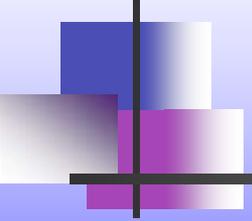
- Keep it casual and avoid a formal interview tone.
- Put pictures of things the youth likes on the forms – use their favorite color when to write down their answers.





Rapport Building and Assessment

- Observing and Assessing:
Understanding the behaviors and patterns serves as a basis for effective intervention.

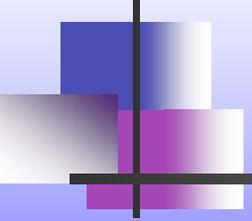


Rapport Building and Assessment

The Basics: A-B-C

- Antecedent - what happens before the behavior?
- Behavior - what exactly is the behavior that is bringing the child/youth/family to you?
- Consequence - what happens after the behavior occurs?

How does the caregiver intervene, and what is the final outcome? (i.e. child get's a time out, gets what he wants, etc.)



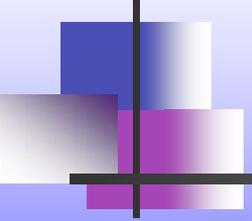
Rapport Building and Assessment

TBS's basic philosophy :

**EVERY BEHAVIOR SERVES
A VALID PURPOSE (need)**

What need is this youth getting met through his/her behaviors?

How can he/she get that need met in a healthy way (what are your replacement behaviors going to be)?



Developing Reinforcers

- This is also the time to engage the youth into meeting with you, as well as to motivate them to make an effort towards achieving their goals through setting up a reinforcement system that is a joint agreement between you, the child/youth, and the parent.

Things to keep in mind:

- Your goal is to quickly move from tangible reinforcers to non-tangible reinforcers.
- Make sure it is something the parent is willing/able and wanting to continue with once TBS is gone.



Identifying Rewards



TYLERS'S REWARDS

Select what's for dinner

Help make dinner

Learn a new recipe

Pick a weekend outing

Video game time with Mom

Play a game with Mom

Go for a picnic

10 minutes alone time with Mom

Go to the park

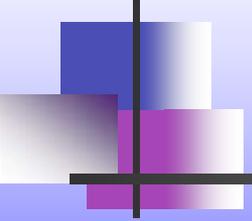
Read a book with Mom

Work on a puzzle with Mom

Kristina's
coupon

GOOD CHOICE!





Developing a Reinforcement Menu for the Child/Youth

- Use a checklist of possible reinforcers
- Use the checklist with parents to see if they can accommodate the reinforcers, have enough money or time
- Assess for cultural or other issues in using reinforcers

[Handout 5 - Possible Rewards.doc](#)

Developing Reinforcers

Daniel's GOOD JOB COUPON



Daniel's GOOD JOB COUPON

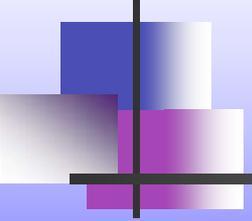


Daniel's GOOD JOB COUPON



Daniel's GOOD JOB COUPON

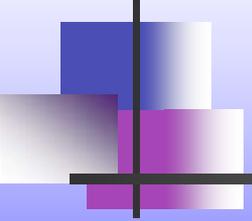




Developing Reinforcers

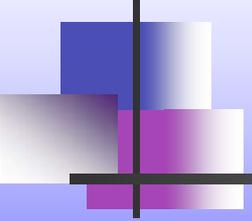
- The key is to make it desirable and meaningful to the child, and plausible and affordable for the parent

[Handout 6 - Cotton Ball Reward System.doc](#)



Phase Two: Implementation of the Behavior Plan

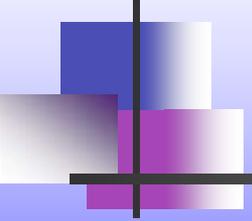
Implementation of plan
and reinforcement system
by TBS Coach



Implementation of the Behavior Plan

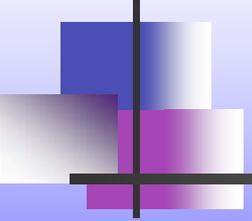
Intervention Design

- The goals of the TBS treatment plan are specific and measurable.
- The goals are accomplished through creative and focused interventions that teach the child coping skills and strategies for symptom management and empowerment.



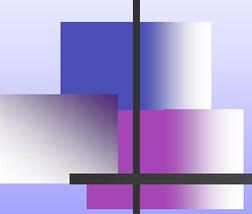
Implementation of the Behavior Plan

- Interventions are typically based on cognitive-behavioral therapy and supported by evidence-based practices.
- Interventions are provided on-site with the child through one-on-one interaction with the child and the specialist.
- Interventions should be focused around skill building and replacement behaviors.



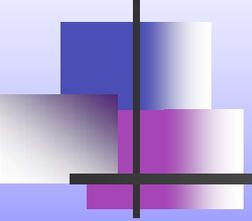
Common Goals Include Decreasing or Eliminating:

- Opposition/non-compliance
- Physical/verbal aggression
- Unsafe behaviors (self-injury, suicidal ideation, sexual acting out, etc.)
- Running away
- School Truancy



Effective Interventions are Designed to:

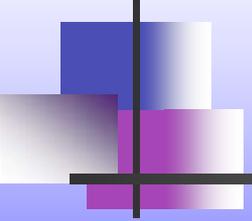
- Address the specific behaviors on the treatment plan.
- Focus on the child's strengths and interests.
- Teach skills that increase ability to cope with situations that lead to behaviors which jeopardize success at home, school or in the community.
- Increase ability to manage symptoms once services have ended.



Skill Building

- Coping
- Anger management
- Problem Solving
- Communication

[Handout 7 - Example List of Interventions.doc](#)

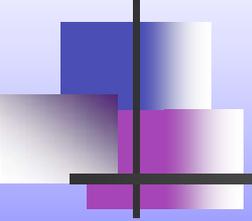


Parent/Caregiver Meetings

- Remember whenever you teach a child/youth an intervention/skill, share what you are teaching to the parent/caregiver as well, so they can recognize to encourage and praise the child/youth for using their newly acquired skill, as well as use effective prompts and responses that will aid in goal progression and attainment.

Coaching Parent/Caregiver Response

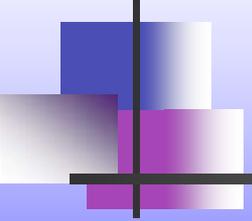




Parent/Caregiver Meetings

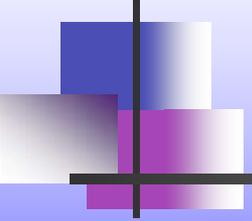
- The frequency of parent meetings will be different on a case by case basis.
- The caregiver's involvement may depend on the age of your client as well as the parent's role within the target behavior goals.

You may have an older client whose caregiver is less involved than if the client were younger.



Parent/Caregiver Meetings

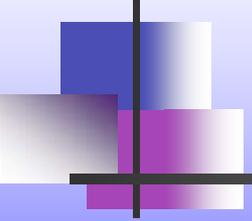
- Parent meetings will also vary depending on the parent's current skill set. You may be working with a parent who has a minimal foundation for implementing effective parenting strategies thus this parent may need extensive training. Or, you may work with a parent who has exhausted all strategies and would benefit more from problem solving new strategies.



Parent/Caregiver Meetings

Ideas and Topics to Consider:

- Coaching/modeling
- Have a family meeting
- How to give effective instructions
- Developing a home structure with house rules, clear limits, rewards and consequences.
- Develop a family schedule
- Create parent visual reminders
- Family goal setting
- Setting clear expectations
- Avoiding power struggles
- How to give praise and constructive criticism



Parent/Caregiver Meetings

Review effective parent techniques such as:

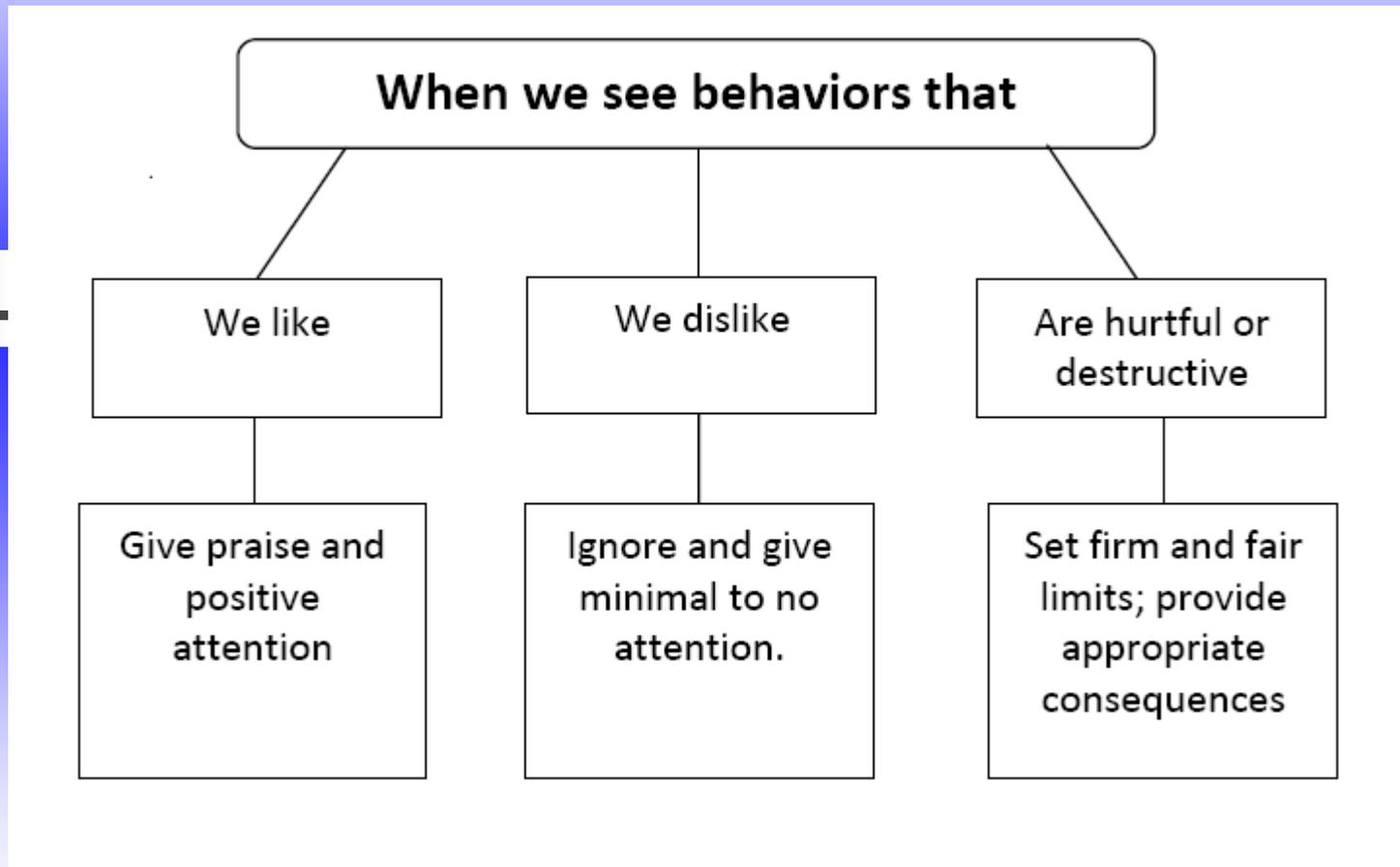
- **How to Give Effective Commands**
 - Calm-Close-Quite
 - The When-Then Technique
 - The Broken Record
- **Planned Ignoring**
- **Appropriate and Effective Consequences**

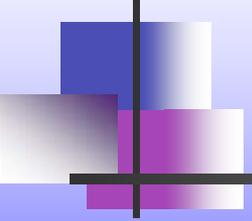
Behavior Interventions



"We better not. My dad's warning level is already at orange."

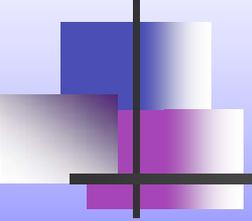
Coaching Parent/Caregiver Response





Parent/Caregiver Meetings

[Handout 8 - Behavior Responses.doc](#)



Strategies for and Types of Interventions

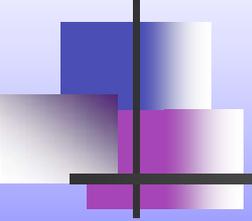
Feeling Awareness - feeling faces, collages with magazines, feelings detective, feeling books, dragon game

Trigger Identification - Anger thermometers, identification of stressors, list of antecedents, body signals

Coping Methods - list out -"how is this working for you", look for needs client is trying to meet

Body and Thought Awareness - current reaction patterns, red flags, physical and emotional signs

Environmental Expectations - house rules, client schedule, natural and logical consequences of behavior



Interventions

Feeling Identification

Everyone needs to be able to identify how they are feeling in order to make choices about their behaviors.

Today I feel



angry



mad



frustrated



pleased



happy



silly



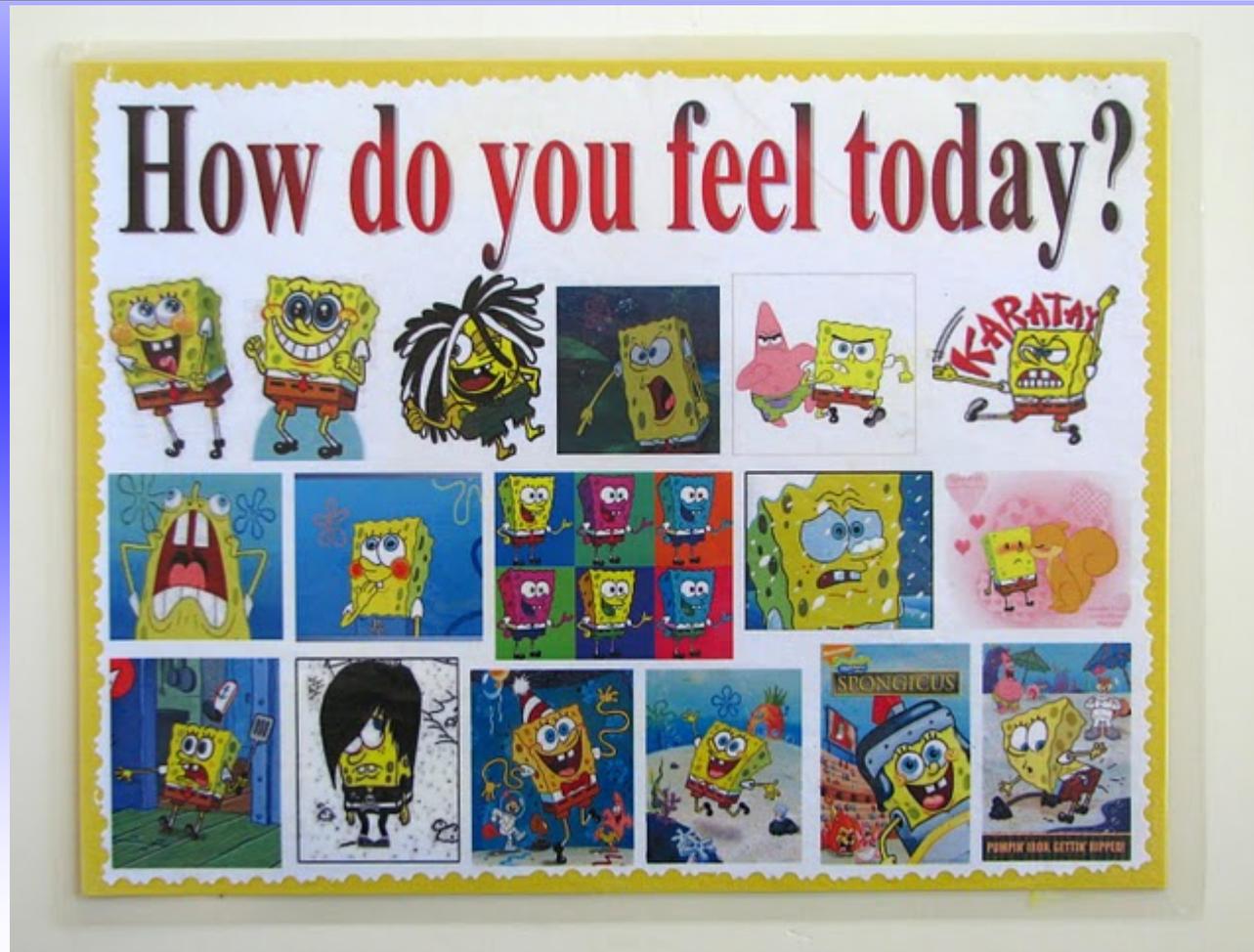
sad

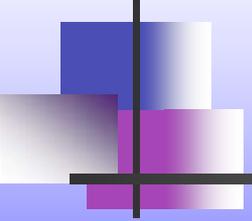


worried

Because _____

Feeling Identification





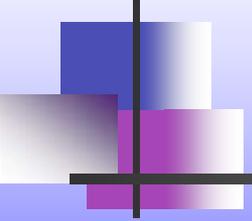
Feeling Identification Interventions

- Remember to always tailor the interventions to the child's/youth's interests

[Handout 9 - feeling faces for older youth.doc](#)

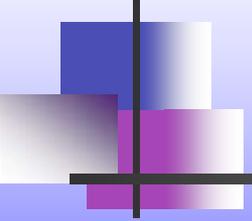
[Handout 10 - Emotion Scales.doc](#)

[Handout 11 - Art and feeling ID.doc](#)



Compliance Interventions

- These are designed for children, youth with opposition, defiance, and non-compliant behaviors
- Also good with parents who need support with developing routines, structure, clear expectations, limits, consequences and rewards



Compliance Interventions

- Use of sticker charts to motivate children
- Goal Setting (short and long term) Stop Think Choose
- Work with parents on how to give prompts and effective commands, as well as rewarding compliance (the three types of behaviors – Handout 8)
- Work with parents on establishing routines and/or clear expectations and limits

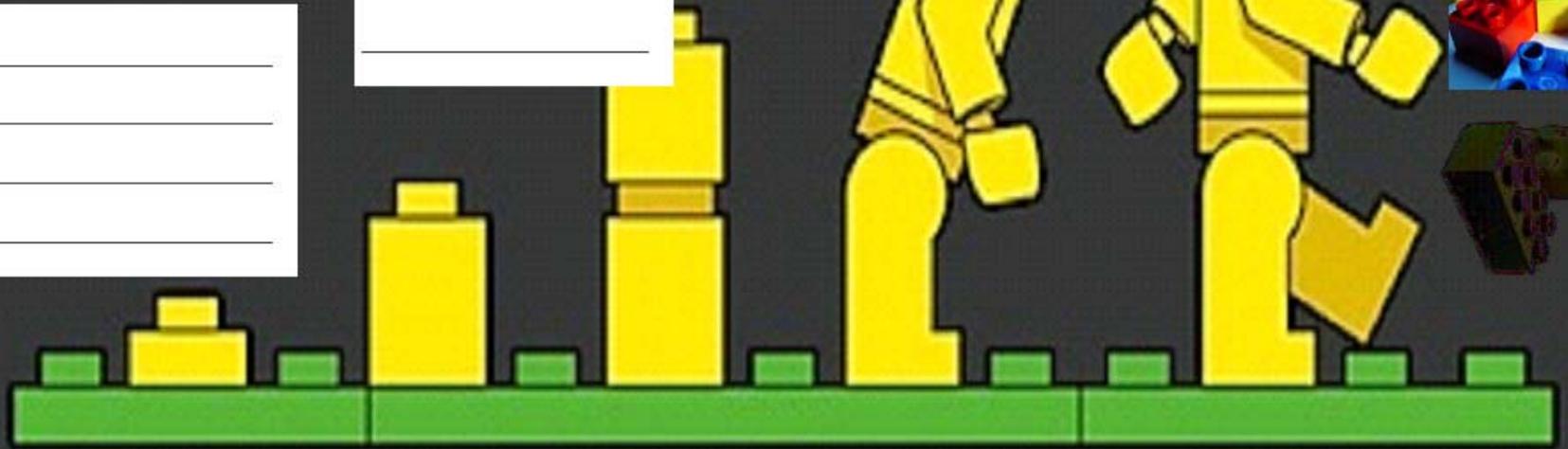
Goals

Step 4

Step 3

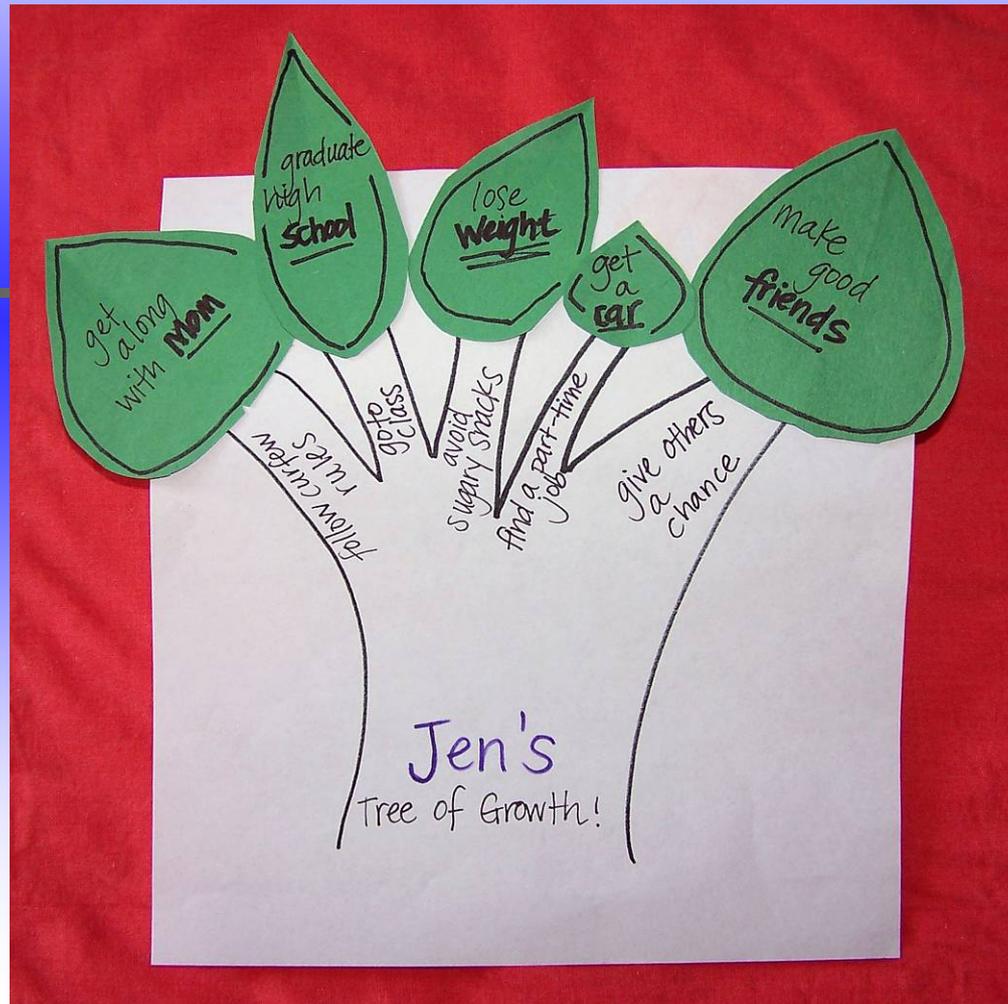
Step 2

Step 1



What steps can you take to help you achieve your goals?

" My Growth Tree"



TRA

TBS



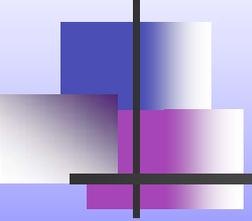
George's Week

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Talk to Papa								Worry box
Self Talk								Deep Breaths
Hug Mama							 Papa working late	Hug Papa
Play a Game								Rest and Relax

JOHN DEERE

Don't forget your coping skills



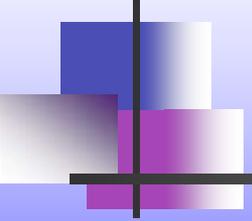


Compliance Interventions

- Tailor each situation to match what your client is struggling with

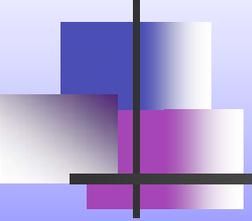
[Handout 12 - Stop-Think-Choose.doc](#)

- Help your client understand how being compliant helps them get what they want, and how being non-compliant does not by going through each of their own rewards and consequences specific to their situation



Anger Management

- Trigger Identification
 - Thoughts and Body
 - [Handout 13 - Body Signals.doc](#)
- Use of Self-Talk
 - [Handout 14 - Self Talk.doc](#)
- Deep Breathing/ Muscle Relaxation
 - [Handout 15 - Muscle Relaxation.doc](#)



Anger Management

Assertive Communication

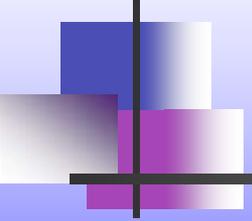
[Handout 16 - Communication Styles.doc](#)

“I-Statements”

I feel _____

Because _____

I need/want _____



Anger Management

The Conflict Cycle

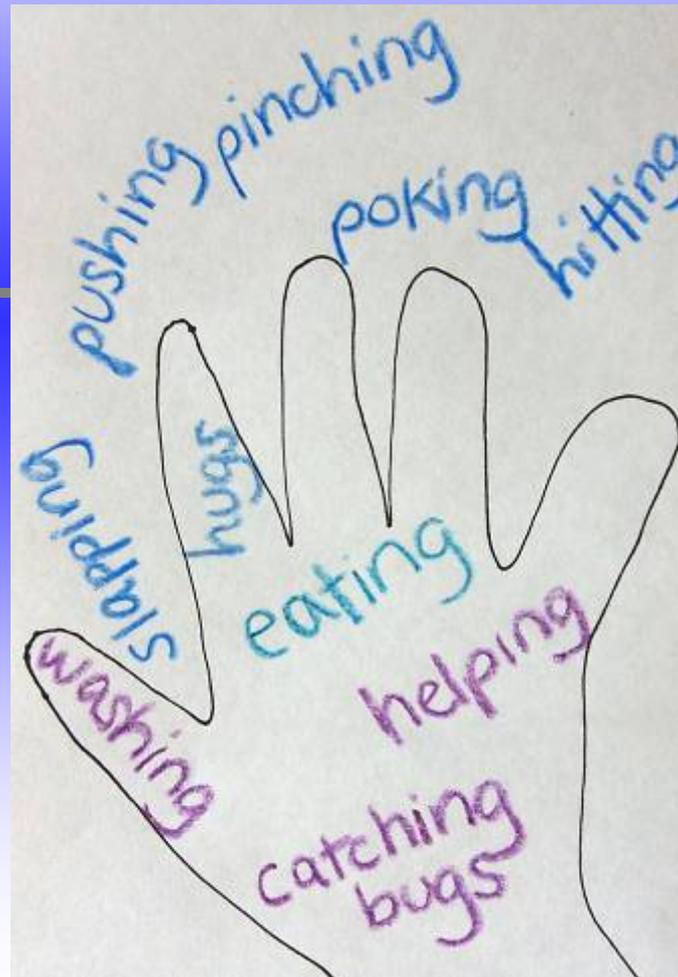
[Handout 17 - Conflict Cycle.doc](#)

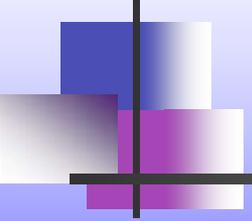
Empowering Techniques

"Control Hand"



“ What Are Hands For?”





Self-Soothing and Relaxation Skills

- These are good techniques for anxiety, hyperactivity, anger, and self-harming behaviors
- Can use them with client and/or their caregivers

Birthday Cake

Take a long, slow, deep breath and imagine yourself blowing out the candles on an imaginary birthday cake.

After releasing the breath make a birthday wish and imagine the wish coming true!



Imagine there is a butterfly sitting on your chest...

it has its wings spread and it is preparing to take flight ...

it seems more and more likely to do so every time you breathe in an out... but it remains sitting on

your chest for some time... look at this butterfly take flight... imagine following the butterfly to a

pleasant place... a place where you feel relaxed, comfortable and safe...

pay careful attention to the sights and sounds, smells, and sensations of

this place...how it feels and how you feel being there... allow yourself to

enjoy this place and to relax as fully as possible... You have 1

minute to enjoy this place and it is all the

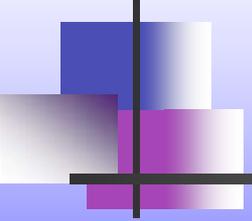
time that you need... remember that you carry

this peaceful place inside you and you can come

here and visit any time you wish.



Self-Soothing and Relaxation Skills



Handout 18 - Mandala.doc

Handout 19 - Progressive Muscle
Relaxation.doc

Connor's Coping Skills



Strong Sitting

Y
O
G
A



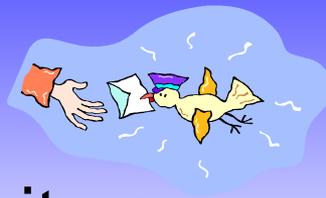
Deep
Breathing

Coping Skills

Read
a
book
or
magazine



Cook



Write a
letter to a
friend

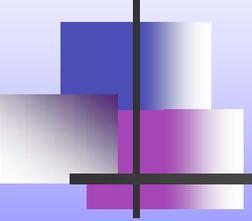


Watch a
Movie



Coping Skills





Additional Topics for Parent Meetings

[Handout 20 - 10 behavior principles.doc](#)

[Handout 21 - Limit Setting and Power Struggle Alternatives.doc](#)

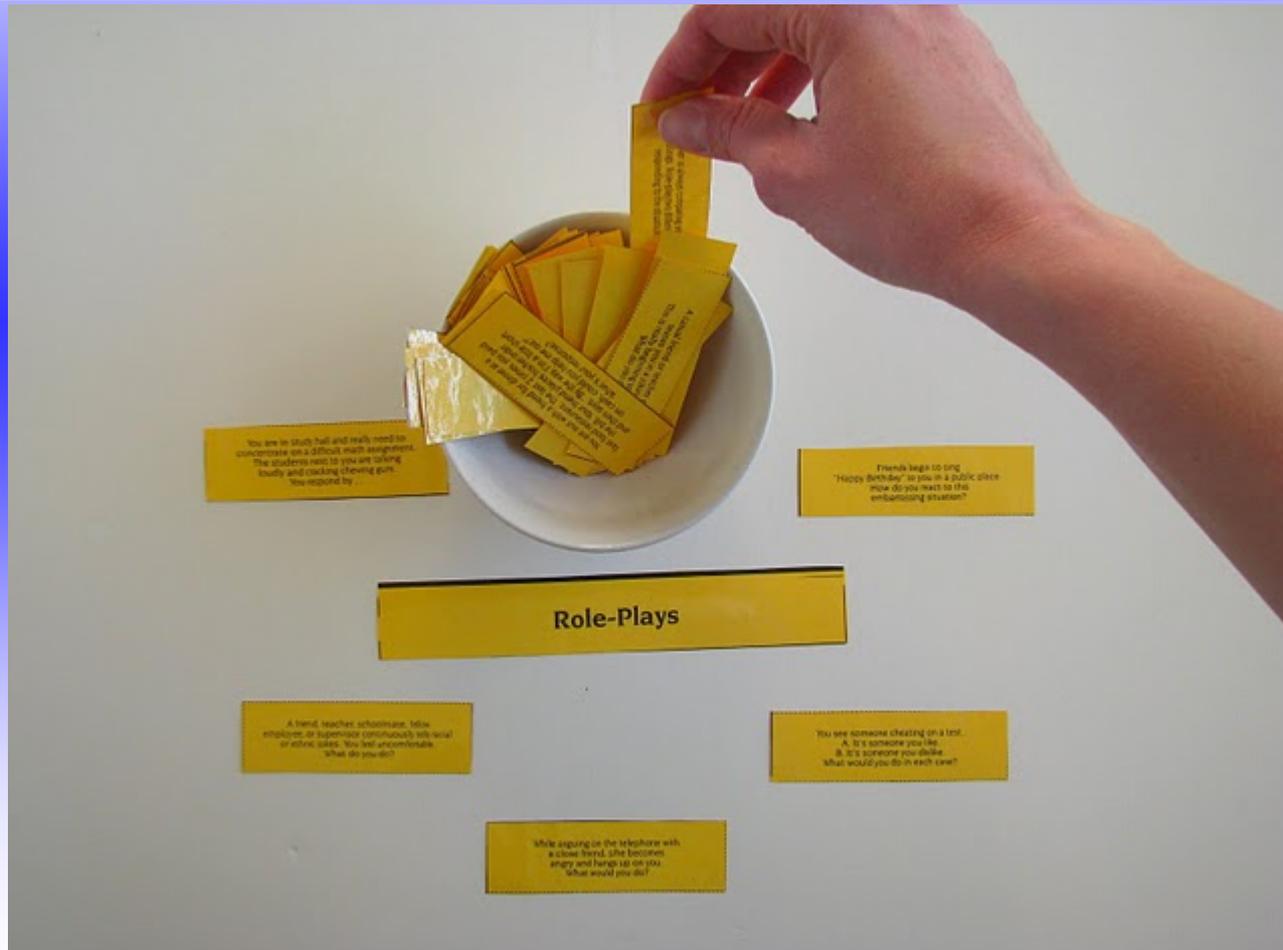
Don't Forget the Parents They Like Coping Strategies Too



“Circles of Support”



Role Play and Rehearsal of Skills Learned



Phase Three: Transfer of The Behavior Plan “Move it to The Family”



Phase Three:

Transfer of The Behavior Plan

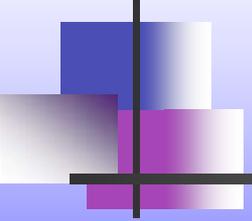
In reality – the transfer of the behavior plan starts from the very beginning of services, in which everything you develop and implement is in partnership with the client and the caregivers. You are constantly problem solving with them to identify what are the things they can and want to continue when you are gone.

Phase Three:

Transfer of The Behavior Plan

As you titrate down in frequency and duration of visits, the caregivers will start tracking the behaviors themselves, providing rewards, and implementing consequences.

Your job is to monitor effectiveness and encourage the client and caregivers to use the strategies they find effective.

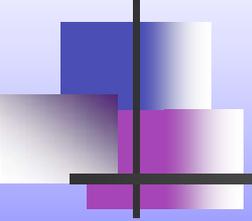


Phase Three:

Transfer of The Behavior Plan

You no longer quickly answer questions, but instead ask questions of your own

- What do you think about your choices?
- Did you get the outcome you wanted?
- Does that sound like a strategy we discussed that was effective?
- Who can you turn to for support?
- I'm not sure, what do you think?
- Let's review what we've discussed in the past and see if one of those options sound good right now.



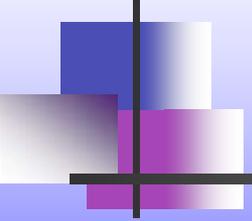
“Move it to The Family”



Phase Three:

Transfer of The Behavior Plan

- Continue to work with parents to support them in their implementation of tracking behaviors, rewards and consequences
- No longer active skills building, but reviewing with the child/youth which skills are working and which are not
- Active problem solving with the child and family
- Make sure to identify long term supports

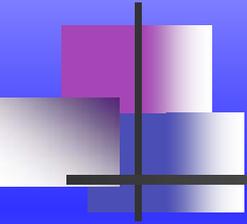


Phase Three:

Transfer of The Behavior Plan

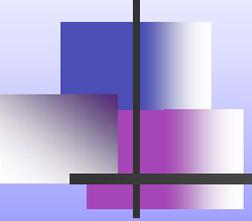
- Eco Map of support
- Parent tool box
 - Just as the youth receive a copy of all the skills and strategies you have taught them, keep all the parent techniques together, with extra tracking charts, reward ideas, good choice coupons, stickers etc, and provide that to the parents for their continued use.

Phase Four: Support and Fade Out



Ongoing Wellness Plan

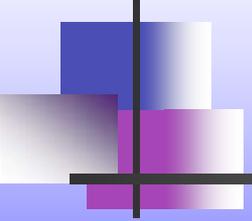




Concluding TBS Services

Identifying the family is ready:

- When target behaviors are extinguished or reduced, and easily managed by the caregiver
- Placement is stabilized
- Client has reached maximum benefit
- It is a joint decision between the referring clinician, the family, the TBS Clinical Supervisor, and information provided by the TBS Coach



Sample Wellness Plan

Strengths

What strengths/positives did you build on during our time together?

Difficulties

What problems have you faced?

Skills

What skills helped you in meeting your goals and working through the problems?

Triggers

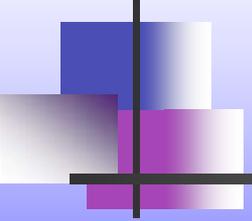
What triggers led up to the biggest difficulties for you?

What skills can you use when you notice the triggers happening or before you are triggered?

Support Systems

What support systems do you have? (Include community resources)

When should you contact them?



Setback Prevention Plan

Identify The Following:

Attention to patterns, circumstances and antecedents to the youth exhibiting the targeted behaviors in setback prevention.

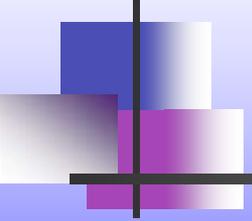
Support systems available to the child and family or caregiver.

Community resources and agencies that can provide support.

Interventions learned that were successful for the child and family or caregiver to manage symptoms and behaviors.

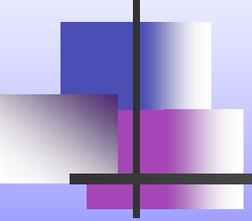
The importance of maintaining open communication between the youth and their primary mental health clinician.

Speaking up right way when setbacks begin to occur, not allowing the behaviors to become extreme and frequent prior to getting help.



Saying Goodbye

- Remember, some children have not had a healthy goodbye – this is their chance to have one
- Keep the child's needs in mind, not our own
- It's ok for them to be sad
- Expect an increase in the target behaviors as anxiety increases for the parents and the youth at the thought of doing things without TBS – prepare them for this

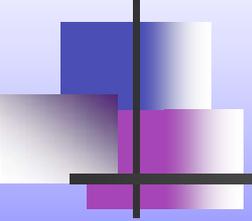


Saying Goodbye

Celebrate their success at changing behaviors

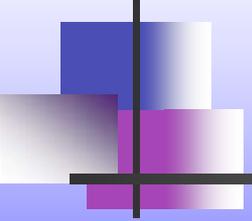
They are able to “Graduate” from TBS

Some children have never graduated from anything – this is special



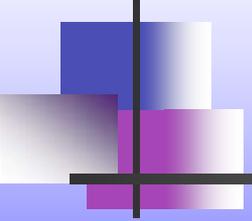
Saying Goodbye

- Make sure to work with your Clinical Supervisor to determine the clinical appropriateness of a gift, transitional object, card etc.
- Discuss items for the client and the parent
- Make sure you know in advance what to do if the family tries to give you a gift



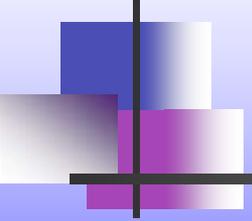
Saying Goodbye

Think of a time when you had to say goodbye to someone. What happened, how did you react? When can it be a good thing to say goodbye? Think of someone you will have to say goodbye to in the future? How can you prepare yourself? Think of things you can do to cope with saying goodbye to that person?



Example of a Graduation

- Schedule a time that works for the parents, and make sure anything planned with the client is ok with the parents.
- Invite Referring Clinician, Case Manager, TBS team members, and any other treatment team members, depending on the client's wants.
- Bring a graduation diploma, camera, goodies (pizza/drinks/cake?), balloons, and a transitional object or gift for the client (make sure it is related to your work together).



Example of a Graduation

- Depending on the family's comfort level a typical graduation includes: presentation of the graduation diploma (to client, and possibly to caregivers as well), a speech by the TBS specialist highlighting the client's progress, the caregiver's participation (if applicable) reviewing goals met, coping skills the client has learned, and client opens his/her present/transitional object and everyone enjoys goodies.

*Certificate of TBS Graduation
presented to*

XXX

*On September 4, 2009
Congratulations!!!*



*You have successfully completed all TBS requirements and assignments!
You have worked hard with Sarah towards your target behavioral goals;
practicing coping skills, learning assertive communication skills,
and identifying your thoughts and feelings and understanding
how they affect your behaviors.*

*Thank you for all your hard work and
always having a great attitude during TBS meetings.
Great job with TBS!*

*Sarah Robles
TBS Specialist*

*Dr. Kimberly Valenzuela
TBS Program Manager*

Certificate of Appreciation

Presented to

XXX

on September 4, 2009

*In recognition of your participation with TBS visits and parent meetings.
Thank you for your willingness to allow services into your home,
keeping all TBS appointments,
and meeting for weekly parent meetings to problem solve barriers to X's success.*

*Sarah Robles
TBS Specialist*

*Dr. Kimberly Valenzuela
TBS Program Manager*

*"A hundred years from now it will not matter what my bank account was,
the sort of house I lived in, or the kind of car I drove
...but the world may be a better place because I was important in the life of a child."*

H

I really enjoyed working with you! You did an excellent job of working towards using respectful communication in letting people know what you need and when you are frustrated or angry. You made huge improvements towards your target goals. I am impressed with your growing ability to deal with difficult situations and emotions in a healthy and mature way. I really believe that you can reach any goals you choose to set for yourself. I encourage you to believe in yourself and to continue to set personal goals and make healthy choices to work towards reaching them. You were so much fun to work with and I hope you are proud of all the hard work and progress you have made with TBS. You are such a unique and special guy and wish you a fun and successful school year! Remember, Don't forget you have so many coping skills you can use to help you get through hard times.

Sincerely,

TBS

